

CALIFORNIA SCHOOLS

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CALIFORNIA SCHOOLS

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TEXTBOOKS IN AMERICAN HISTORY AND CIVICS IN USE IN CALIFORNIA HIGH SCHOOLS, 1952-53

FRANK B. LINDSAY, *Chief, Bureau of Secondary Education*

"Regular courses of instruction in the Constitution of the United States, and in American history, including the study of American institutions and ideals, and of the principles of State and local government established under the Constitution of this State" are required by the Education Code of California to be conducted in all public and private schools in the state.¹ Instruction in these subjects and the successful passing of an examination on them is required for graduation from high school.² Regulations of the State Board of Education require that the courses of instruction in these subjects in senior and four-year high schools be not less than 15 semester periods in length.³

In October, 1951, the 450 senior and four-year high schools in California reported 113,135 enrollments in classes in American history and civics.⁴ Many different textbooks have been adopted by the governing boards of the various school districts for use by students in these classes. Reports of high school principals in October, 1952,⁵ indicated that no single textbook in United States history has been adopted by a majority of the governing boards of the senior and four-year high schools, and only one textbook in American government enjoys this degree of popularity. Evidently more than one textbook is used in many of these schools. The choice of textbooks by the various boards may have been influenced by the fact that students differ widely in their ability to read with understanding, or that the authors of textbooks present the same topics through vocabulary and sentence structure of varying degrees of reading difficulty. In smaller school districts the particular interest of an individual high school teacher may influence the selection of a textbook for purchase.

Tables 1 and 2, respectively, show the number and percent of the senior and four-year high schools in California for which each of 32 textbooks in United States history and 18 textbooks in national, state, and local government have been adopted for use in the school year 1952-53.⁶

¹ Education Code Sections 10051-52. The requirement in state and local government was added by Chapter 383, Statutes of 1951.

² Education Code Section 10053.

³ California Administrative Code, Title 5, Education, Section 97(b).

⁴ This information was obtained by summarizing the enrollment data submitted by high school principals in their "October reports," Form J-35 D-1, Part IV, "Curricular Offerings," October 31, 1951.

⁵ October Report of Secondary School Principals, October 31, 1952, Form J-35-C (Revised August 1952), Part III, "Textbooks."

⁶ Cf. Lawrence B. White, "American History and Civics Instruction in California High Schools," *California Schools*, XVII (March, 1946), 41-49.

TABLE 1

TEXTBOOKS IN UNITED STATES HISTORY ADOPTED BY THE GOVERNING
BOARDS OF SCHOOL DISTRICTS MAINTAINING SENIOR AND FOUR-YEAR
HIGH SCHOOLS, 1952-1953

Authors, titles, and publishers	Number of high schools using textbook	Per cent of senior and four-year high schools using textbook
MUZZEY, DAVID SAVILLE, <i>A History of Our Country</i> , Boston: Ginn and Company, 1950.....	175	38.88
GAVIAN, RUTH WOOD, and HAMM, WILLIAM H., <i>The American Story</i> , Boston: D. C. Heath and Company, 1951.....	163	36.22
WILDER, HOWARD B.; LUDLUM, ROBERT P.; and BROWN, HARRIET McCUNE, <i>This Is America's Story</i> , Boston: Houghton Mifflin Company, 1952.....	128	28.44
BARKER, EUGENE C., and COMMAGER, HENRY STEELE, <i>Our Nation</i> , Evanston: Row, Peterson and Company, 1949.....	116	25.77
HARLOW, RALPH VALNEY, <i>Story of America</i> , New York: Henry Holt and Company, 1949.....	103	22.88
MCCLURE, C. H., and YARBROUGH, WILLIAM H., <i>The United States of America</i> , Chicago: Laidlaw Brothers, 1945.....	103	22.88
COMPTON, RAY, <i>Freedom's Frontier</i> , Chicago: Lyons and Carnahan, 1951.....	98	21.77
CASNER, MABEL B., and GABRIEL, RALPH H., <i>The Story of American Democracy</i> , New York: Harcourt, Brace and Company, 1950.....	96	21.33
CANFIELD, LEON H., and WILDER, HOWARD B., <i>The Making of Modern America</i> , Boston: Houghton Mifflin Company, 1952.....	80	17.77
QUILLEN, ISAAC J., and KRUG, EDWARD A., <i>Living in Our America</i> , Chicago: Scott, Foresman and Company, 1951.....	79	17.55
FAULKNER, HAROLD UNDERWOOD, and KEPNER, TYLER, <i>America: Its History and People</i> , New York: Harper and Brothers, 1950.....	64	14.11
WIRTH, FREMONT P., <i>United States History</i> , Chicago: American Book Company, 1952.....	62	13.55
WIRTH, FREMONT P., <i>The Development of America</i> , Chicago: American Book Company, 1952.....	60	13.33
MCGUIRE, EDNA, and PORTWOOD, THOMAS B., <i>The Rise of Our Free Nation</i> , New York: The Macmillan Company, 1948.....	55	12.22

TABLE 1—Continued

TEXTBOOKS IN UNITED STATES HISTORY ADOPTED BY THE GOVERNING
BOARDS OF SCHOOL DISTRICTS MAINTAINING SENIOR AND FOUR-YEAR
HIGH SCHOOLS, 1952-1953

Authors, titles, and publishers	Number of high schools using textbook	Per cent of senior and four-year high schools using textbook
RIEGEL, ROBERT E., and HAUGH, HELEN, <i>United States of America</i> , New York: Charles Scribner's Sons, 1951.....	34	7.55
WILSON, HOWARD E., and LAMB, WALLACE EMERSON, <i>American History</i> , Chicago: American Book Company, 1950.....	29	6.33
TODD, LEWIS P., and CURTI, MERLE E., <i>America's History</i> , New York: Harcourt, Brace and Company, 1950.....	27	6.00
BARKER, EUGENE C., and COMMAGER, HENRY STEELE, <i>The Building of Our Nation</i> , Evanston: Row, Peterson and Company, 1948.....	22	4.88
CANFIELD, LEON H., and OTHERS, <i>The United States in the Making</i> , Boston: Houghton Mifflin Company, 1948.....	22	4.88
SOUTHWORTH, JOHN VAN DUYN, <i>Our Own United States</i> , Syracuse: Iroquois Publishing Company, Inc., 1948.....	19	4.11
MOON, GLENN W., <i>Story of Our Land and People</i> , New York: Henry Holt and Company, 1949.....	17	3.77
FAULKNER, HAROLD U.; KEPNER, TYLER; and MERRILL, EDWARD H., <i>History of the American Way</i> , New York: McGraw-Hill Book Company, Inc., 1950.....	16	3.55
BINING, ARTHUR C.; MARTIN, ASA E.; and WOLF, MORRIS, <i>This Our Nation—From Colony to World Leader</i> , New York: D. Van Nostrand, Inc., 1950.....	14	3.11
FAULKNER, HAROLD U.; KEPNER, TYLER; and BARTLETT, HALL, <i>The American Way of Life</i> , New York: Harper and Brothers, 1945.....	14	3.11
SOUTHWORTH, GERTRUDE VAN DUYN, and SOUTHWORTH, JOHN VAN DUYN, <i>American History—1492 to the Present Day</i> , Syracuse: Iroquois Publishing Company, Inc., 1946.....	13	2.88
DUMOND, DWIGHT L.; DALE, EDWARD E.; and WESLEY, EDGAR B., <i>History of United States</i> , Boston: D. C. Heath and Company, 1948.....	12	2.66
BEARD, CHARLES A., and BEARD, MARY R., <i>The Making of American Civilization</i> , New York: The Macmillan Company, 1937.....	10	2.22

TABLE 1—Continued

TEXTBOOKS IN UNITED STATES HISTORY ADOPTED BY THE GOVERNING
BOARDS OF SCHOOL DISTRICTS MAINTAINING SENIOR AND FOUR-YEAR
HIGH SCHOOLS, 1952-1953

Authors, titles, and publishers	Number of high schools using textbook	Per cent of senior and four-year high schools using textbook
CARMAN, HARRY J.; KIMMEL, WILLIAM G.; and WALKER, MABEL G., <i>Historic Currents in Changing America</i> , Philadelphia: The John C. Winston Company, 1949---	10	2.22
YARBROUGH, WILLIAM H.; BRUNER, CLARENCE V.; and HANCOX, HERBERT F., <i>A History of the United States for High Schools</i> , Chicago: Laidlaw Brothers, 1943---	9	2.00
MOORE, CLYDE B., and OTHERS, <i>Building a Free Nation</i> , New York: Charles Scribner's Sons, 1950-----	5	1.11
WHALEN, FRANK D., and PARKHILL, WILSON, <i>Complete United States History</i> , New York: Noble and Noble Publishers, Inc., 1948-----	5	1.11
AMES, MERLIN M.; AMES, JESSE H.; and STAPLES, THOMAS S., <i>My America</i> , St. Louis: Webster Publishing Company, 1951-----	4	0.88

TABLE 2

TEXTBOOKS IN NATIONAL, STATE, AND LOCAL GOVERNMENT ADOPTED
BY THE GOVERNING BOARDS OF SCHOOL DISTRICTS MAINTAINING
SENIOR AND FOUR-YEAR HIGH SCHOOLS, 1952-1953

Authors, titles, and publishers	Number of high schools using textbook	Per cent of senior and four-year high schools using textbook
MAGRUDER, FRANK A., <i>American Government</i> , Boston: Allyn and Bacon, 1952-----	276	61.33
MATHER, WILEY W., <i>The Government of California</i> , Supplement to MAGRUDER's <i>American Government</i> , Boston: Allyn and Bacon, 1952-----	129	28.66
KRUG, EDWARD A., and QUILLEN, ISAAC J., <i>Living in Our Communities</i> , Chicago: Scott, Foresman and Company, 1950-----	74	16.44
KEOHANE, ROBERT E.; KEOHANE, MARY PIETERS; and MCGOLDRICK, JOSEPH D., <i>Government in Action</i> , New York: Harcourt, Brace and Company, 1944-----	55	14.44
RIENOW, ROBERT, <i>Calling All Citizens</i> , Boston: Hough- ton Mifflin, 1952-----	46	10.44
BLOUGH, GIDEON L., and SWITZER, DAVID S., <i>Funda- mentals of Citizenship</i> , Chicago: Laidlaw Brothers, 1950-----	23	5.11
HUGHES, H. O., <i>Building Citizenship</i> , Boston: Allyn and Bacon, 1952-----	10	2.22
CROUCH, WINSTON W., and OTHERS, <i>State and Local Government in California</i> , Berkeley: University of California Press, 1952-----	9	2.00
GARNER, JAMES W., and CAPEN, LOUISE I., <i>Our Govern- ment</i> , Chicago: American Book Company, 1950-----	8	1.77
MANNING, JOHN W., <i>The American's Government</i> , Chicago: Wheeler, 1950-----	8	1.77
FINCHER, ERNEST B.; FERGUSON, JOHN H.; and MCHENRY, DEAN E., <i>American Government Today</i> , New York: McGraw-Hill Book Company, Inc., 1951--	7	1.55
STEINBERG, SAMUEL, and KNOWLTON, DANIEL C., <i>The American Way in Community Life</i> , Boston: D. C. Heath and Company, 1948-----	6	1.33
WALKER, EDWARD E.; BEACH, WALTER G.; and JAMI- SON, OTIS G., <i>Government of the United States</i> , New York: Charles Scribner's Sons, 1950-----	6	1.66
JOHNSON, STANLEY P., and ALEXANDER, WILLIAM M., <i>Citizenship</i> , Boston: Ginn and Company, 1944-----	5	1.11

TABLE 2—Continued

TEXTBOOKS IN NATIONAL, STATE, AND LOCAL GOVERNMENT ADOPTED
BY THE GOVERNING BOARDS OF SCHOOL DISTRICTS MAINTAINING
SENIOR AND FOUR-YEAR HIGH SCHOOLS, 1952-1953

Authors, titles, and publishers	Number of high schools using textbook	Per cent of senior and four-year high schools using textbook
O'ROURKE, L. J., <i>You and Your Community</i> , Boston: D. C. Heath and Company, 1950-----	5	1.11
SMITH, HENRY L.; DAVIS, SHELDON E.; and McCLURE, CLARENCE H., <i>Our Government</i> , Chicago: Laidlaw Brothers, 1936-----	5	1.11
STEINBERG, SAMUEL, and LAMM, LUCIAN, <i>Our Changing Government</i> , Chicago: J. B. Lippincott Company, 1950_	5	1.11
EDMONSON, JAMES B.; DONDINEAU, ARTHUR; and LETTON, MILDRED C., <i>Civics for Youth</i> , New York: The Macmillan Company, 1946-----	4	0.88

DEPARTMENTAL COMMUNICATIONS

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

ADOPTION OF REGULATION BY DIRECTOR OF EDUCATION

Extension Course Fees for State College Students. The Superintendent of Public Instruction, acting in his capacity of Director of Education and under the authority of Education Code Section 20343, declared that Section 949 of Title 5 of the California Administrative Code, relating to extension course fees for state college students, is amended to read as follows (effective August 14, 1953):

949. Extension Course Fees. Each student who enrolls in an extension course shall pay a tuition fee of \$7.50 per semester unit and \$5 per quarter unit of credit, except in the case of California State Polytechnic College where the fee shall be \$1.00-\$5.00 per quarter unit, and provided that in case of extension classes where the salary of the teacher is not paid by the college the fee shall be \$2.50 per semester unit and \$1.65 per quarter unit.

ADOPTION OF REGULATION BY SUPERINTENDENT OF PUBLIC INSTRUCTION

Tuition Charges. The Superintendent of Public Instruction, acting under the authority of Education Code Sections 7231 and 8727, declared that Article 22, consisting of Sections 199.7 and 199.8, is added to Subchapter 1 of Chapter 1 of Title 5 of the California Administrative Code as emergency regulations relating to tuition charges, to read as follows (effective July 13, 1953):

Article 22. Tuition Charges

199.7. Definitions under Education Code Section 8728. (a) The "total current expense of education" as used in Education Code Section 8728 means all current expenses of education, as defined in the California School Accounting Manual, exclusive of the expenses incurred in maintaining any classes for adults in any State institution for adults or in any city, county, or city and county jail, road camp or farm. The "apportionments" received from the State and Federal Government mean all apportionments received, exclusive of an amount equal to the expenses incurred, but not to exceed \$148 for each unit of average daily attendance, in maintaining any classes for adults in any State institution for adults or in any city, county, or city and county jail, road camp or farm. The "total number of units of average daily attendance" means the total average daily attendance of the district, exclusive of average daily attendance in any classes for adults maintained in State institutions for adults or in any city, county, or city and county jail, road camp or farm.

(b) This section shall be operative with respect to computations made for the school year 1953-54 and thereafter.

199.8. Definitions under Education Code Section 7231. (a) The total cost of education, as used in Education Code Section 7231, of junior college pupils residing in a county and not in any junior college district nor in any unified or high school district maintaining a junior college shall be computed by subtracting from the total current expense of education of pupils in the junior college of the district of attendance during the preceding fiscal year all apportionments received from the State and Federal Government during the preceding fiscal year for such purpose and dividing the remainder by the total average daily attendance of pupils in the junior college of the district of attendance during the preceding fiscal year.

(b) The "total current expense of education" as used in Subsection (a) of this section means all current expenses of education, as defined in the California School Accounting Manual, exclusive of the expenses incurred in maintaining any classes for adults in any State institution for adults or in any city, county, or city and county jail, road camp or farm. The "apportionments" received from the State and Federal Government mean all apportionments received, exclusive of an amount equal to the expenses incurred, but not to exceed \$148 for each unit of average daily attendance, in maintaining any classes for adults in any State institution for adults or in any city, county, or city and county jail, road camp or farm. The "total average daily attendance" means the total average daily attendance in the junior college of the district, exclusive of average daily attendance in any classes for adults maintained in State institutions for adults or in any city, county, or city and county jail, road camp or farm.

(c) This section shall be operative with respect to computations made for the school year 1953-54 and thereafter.

APPOINTMENTS TO STAFF, DIVISION OF INSTRUCTION

HAL C. CHENEY has been appointed as regional supervisor of distributive education, with headquarters in the Oakland office of the Bureau of Business Education. He holds the B.A. and M.A. degrees from the University of Utah and has taken additional work there toward the doctorate. Before coming to the California State Department of Education, Mr. Cheney was state director of business and distributive education in the Utah State Department of Public Instruction. His earlier experience includes service as teacher-co-ordinator of distributive education in the Davis County High School and Weber County High School in Utah, as news reporter with the Salt Lake *Tribune*, as farmer, as salesman, and as chief storekeeper for nearly four years in the U. S. Navy.

Two editorial assistants have recently been appointed in the Instructional Materials Laboratory of the Bureau of Industrial Education, with headquarters at Sacramento. MRS. BARBARA LEE HUNTER attended San Jose State College, majoring in journalism. Prior to her appointment to her present position, she was employed by Kaiser Publications, Oakland, writing feature articles on the various phases of the Kaiser industries. Her first working experience was with the Oakland *Tribune*, where she was assigned to the coverage of city news. JAMES EDWIN HEWELCKE attended the University of California Extension Division; the University of San Francisco, Adult Division; and Maren Elwood College, Hollywood. His

experience includes short story writing, clerical work with the San Francisco Police Department, and with the De Young Memorial Museum in San Francisco.

APPOINTMENTS TO STAFF, DIVISION OF SPECIAL SCHOOLS AND SERVICES

During recent months, the following persons have been appointed as vocational rehabilitation officers in district offices of the Bureau of Vocational Rehabilitation:

FRANCIS N. EVERETT, assigned to the Los Angeles district office, comes to the Department of Education from the California Department of Employment, where he served as an employment security officer. Prior to that time, for a period of two-and-a-half years, he served as a chief storekeeper in the U. S. Navy.

GERALD V. MANN, located in the Sacramento district, attended Sacramento Junior College and the University of California, where he received the bachelor's degree with major in social science. His experience includes statistical control and personnel work in the Army Air Force and service with the Goodwill Industries in Sacramento as assistant to the executive officer in the rehabilitation and training of handicapped people.

ANNE LIPMAN and LAURA E. KENNEDY are assigned to the San Francisco district office. Miss Lipman studied at the Pestalozzi-Froebel Haus in Berlin, at the University of Berlin, University of Wisconsin, Purdue University, and Stanford University. She holds the master's degree with major in guidance. Her experience includes personnel work, testing, test evaluation, research, and service as a district director of Girl Scouts in Wisconsin. Prior to her appointment in the Department of Education, she was assistant superintendent of Sunny Hills, a children's institution at San Anselmo.

Miss Kennedy is a graduate of Stanford University and has done some advanced study there, as well as at the University of California and San Francisco State College. Her employment record includes teaching, service as executive and camp director for Girl Scouts, as civil service representative for the Twelfth U. S. Civil Service Region, personnel technician for the San Francisco Port of Embarkation, personnel assistant for the Office of Housing Expediter in San Francisco, and employment security officer in the Department of Employment.

Two recent appointments have been made to the staff of the Field Rehabilitation Service for the Blind. MRS. ALBERTA HOUK, assigned to the Merced area, attended the University of California and has had experience as laboratory technician, medical technician, counsellor and social worker for the blind. Prior to appointment in the Department of Education, she was employed as a social worker in the Merced County Welfare Department, with blind aid as her special assignment. RODNEY E. HOOVER

will serve in the Stockton area. He is a graduate of Santa Barbara College of the University of California and holds the degree of master of social welfare from the University of California. His field work for this degree was with the Home Service Unit of the American Red Cross in San Francisco and the Public Welfare Department of the City and County of San Francisco. He served three years as director of public relations and as director of orientation, vocational and recreational training of adult blind students at Hurst Foundation for the Blind, Pasadena, California.

CHANGE IN STAFF ASSIGNMENT, DIVISION OF PUBLIC SCHOOL ADMINISTRATION

Since the field-work phase of the School Facilities Survey has now been completed, HARVEY H. FERRIS, who has been employed as a field representative in that survey, has been transferred to the Field Service Unit, General School Administration.

DIVISION OF INSTRUCTION BUREAU OF SECONDARY EDUCATION

FRANK B. LINDSAY, *Chief*

LIAISON WITH CITIZENSHIP EDUCATION PROJECT

The State Department of Education, through the Bureau of Secondary Education, has undertaken the responsibility of liaison between the Citizenship Education Project which is being conducted from headquarters at Teachers College, Columbia University, and the public school system of California. The general purpose of the Department in this undertaking is to make available to secondary schools, in as efficient and convenient a manner as possible, the services and advantages to be gained through co-operation with the Citizenship Education Project.

Two pioneering workshops have demonstrated the desire of school districts for co-operating with CEP and the value of this co-operation. The first of these workshops, which was held in Modesto in September, 1952, was directed by the office of the Stanislaus County Superintendent of Schools. The second was a tricounty workshop combining the efforts of the offices of the county superintendents of schools in San Luis Obispo, Santa Barbara, and Ventura counties during March, 1953. As a result of these workshops there are now 36 schools systems in California that have established themselves as eligible to obtain the services and materials made available by CEP.

Persons interested in knowing more about the Citizenship Education Project are urged to direct their inquiries to the Bureau of Secondary Education. The inquiries received will be considered in the selection of locations for area meetings to be held for the purpose of explaining further the purpose, function, and requirements of the Citizenship Education Project.

INTERPRETATIONS OF LAW

APPLICABLE TO SCHOOLS

ELMER LAINE, *Administrative Adviser*

[The following items are merely digests, and although care is taken to state accurately the purport of the opinions reported, the items have the limitations common to all digests. The reader is therefore urged to examine the complete text of an opinion digested and, when necessary, secure competent legal advice before taking any action based thereon.]

SPECIAL ITEM

Minimum Salaries of Kindergarten Teachers

The Department of Education has received a number of requests for information concerning minimum salaries for kindergarten teachers. The answers to these questions may be of interest to the readers of *California Schools*. The most frequent inquiries received are (1) Is a kindergarten teacher who teaches 180 minutes a day a full-time employee? and (2) May a school district employ a kindergarten teacher to teach a single kindergarten session less than 180 minutes a day and pay her less than the statutory minimum salary? The answer to the first question is in the affirmative, and the answer to the second question is in the negative.

Education Code Section 13842 provides that a school district shall pay to each person employed in a day school of the district for full time in a position requiring certification qualifications under other than an emergency or provisional credential an annual salary of not less than \$3,000. This sum will increase to \$3,400 on July 1, 1954 (Statutes of 1953, Chapter 1635). Education Code Section 13842.1 provides that the minimum annual salary of a person employed under an emergency or provisional credential is \$2,400. "Full time" means not less than the minimum school day for each day the schools of the district are maintained during the school year (Education Code Sections 13842 and 13802.1). Education Code Section 6813 provides that the minimum school day for pupils of kindergartens is 180 minutes, inclusive of recesses, except that if a school district maintains two kindergarten classes on the same day which are taught by the same teacher, the minimum school day for each of such classes shall be 130 minutes inclusive of recesses.

A kindergarten teacher who teaches a kindergarten class for a minimum school day of 180 minutes is a full-time employee and a school district is obligated to pay such teacher the minimum salary prescribed by Education Code Sections 13842 or 13842.1 (Opinion of Attorney General of

California to District Attorney of Ventura County dated November 3, 1948). This does not mean, however, that such a kindergarten teacher cannot be required to render additional service to the district so as to make her hours of service each day equal to that required of other full-time teachers. The assignment of duties would be dependent on the terms of the contract between the district and the teacher.

There is no authority for a school district to operate a single kindergarten session for less than 180 minutes.

OPINIONS OF CALIFORNIA ATTORNEY GENERAL

Contract Between School District and Adult Daughter of School District Trustee

A school district may employ the adult daughter of a member of its Board of Trustees. The member does not by reason of such relationship have an "interest" in the contract between the Board and his daughter. The "interest" prohibited by Education Code Section 1011 and Government Code Section 1090 does not include "the purely familial or friendly 'interest' as between a board member and a relation by blood or marriage." It is immaterial whether the daughter lives in her father's home and shares living expenses or pays rent, or lives elsewhere. (AGO 53-123; 21 Ops. Cal. Atty. Gen. 228.)

Sale of Insurance by School Trustee to School Districts

A school district trustee may sell insurance to any school district other than the district of which he is a trustee. Insurance is not an "article" within the meaning of Education Code Section 11025, which prohibits an officer named in that code from acting as an agent to introduce any article in the common schools of the State. (AGO 53-3; 21 Ops. Cal. Atty. Gen. 226.)

NOTES ON DEPARTMENT ACTIVITIES

Compiled by MARGARET RAUCH, *Administrative Assistant*

COMMENCEMENT AT SCHOOL FOR THE DEAF

Superintendent of Public Instruction Roy E. Simpson delivered the commencement address at the California School for the Deaf, Berkeley, on June 2, 1953. Of the ten graduates at that school, eight have successfully passed the competitive examination for admission to Gallaudet College, Washington, D. C., and will enter that college next September on a scholarship basis.

Six former students of the School for the Deaf have completed their studies at Gallaudet and received the bachelor's degree. Two or three of these graduates have already secured teaching positions.

ACHIEVEMENTS AT SCHOOL FOR THE BLIND

Three students, resident at the California School for the Blind, Berkeley, graduated from local high schools in June. Two girls received diplomas from Berkeley High School; one boy graduated second highest in his class of 368 students at Oakland Technical High School.

Three of the senior girls at the school were awarded the Torch Bearer's rank in the Camp Fire Girls organization. According to national headquarters, these may be the first blind girls in the United States who have earned this highest rank.

The Cub Scout Tumblers from the school won a coveted Blue Ribbon Proficiency Award at the Berkeley Scouting Exposition.

WORKSHOP ON GUIDANCE IN THE ELEMENTARY SCHOOL

Staff members of the bureaus of Elementary Education, Guidance, and Education Research conducted a two-week Workshop on Guidance in the Elementary School as part of the summer program at Stanford University. Enrollment in the workshop far exceeded expectations and was indicative of increasing interest throughout California in the use of guidance procedures in the education of elementary school pupils. Staff members addressed general sessions of the workshop and served as consultants in section meetings concerned with such specific problems as (1) the role of school personnel in guidance; (2) techniques of studying children; (3) guidance of exceptional children; (4) school organization and school policies as related to guidance; and (5) school-home-community relations.

WORKSHOP IN SCIENCE EDUCATION

A workshop in Science Education in the School Curriculum, sponsored by the State Department of Education and the College of the Pacific, was held June 22-July 3, 1953, at Stockton.

Fifty-six teachers, supervisors, and administrators from various parts of California participated. Primary, intermediate, upper grade, and in-service education groups developed criteria and recommendations with regard to the content of science instruction and how to teach it; methods of assisting teachers in curriculum development of this subject; desirable interrelationships of science and other subjects; the significance of conservation and camping education in the science program; and aspects of pupil guidance inherent in science instruction. A summary of findings and recommendations will be available for distribution.

The Rosenberg Foundation supplied 30 scholarships, secretarial personnel, and financial assistance for miscellaneous expense.

SHIPMENT OF FREE TEXTBOOKS

Orders from the elementary schools for free textbooks for use at the opening of the first semester of the school year 1953-54 began coming into the office of the Superintendent of Public Instruction early in June. Orders continue to arrive daily and will probably total at least 3,000 for the summer. The Supervisor of State Textbook Distribution started processing these orders immediately and shipments from the textbook warehouse started in late June. During that month 52 orders were filled for a total of 375,000 books weighing 340,000 pounds. This is the largest amount ever shipped in June of any year. Much larger shipments will be made during July, August, and September. Shipment of at least a million books during each of these months will be necessary to meet the demands of the schools.

HEALTH STANDARDS FOR TEACHERS

A meeting of the committee appointed by Superintendent of Public Instruction Roy E. Simpson to study and revise the health standards to be met by applicants for credentials authorizing public school service in California (Form 41-3), was held in San Francisco on June 5, 1953. The question of whether medical examinations of applicants for public school service should be required by teacher-education institutions in the selection of candidates for training, as part of the process of qualification for credentials at the time of issuance, or as a requirement by school districts at the employment level was discussed. The committee is now working on recommendations to be presented to professional groups for their reaction. Final recommendations will then be made to the Department of Education for consideration by the State Board of Education.

STANFORD CONFERENCE ON ELEMENTARY SCHOOL ADMINISTRATION

Helen Heffernan, Chief of the Bureau of Elementary Education, gave the keynote address at the Stanford University Conference for Elementary School Administrators. At the invitation of the School of Education, Stanford University, 50 leading elementary school administrators were invited to spend one week in conference on the general theme, "Leadership and Morale." The conference was called in the belief that successful school administrators have a wealth of personal experience and "know-how" to share.

JUNIOR COLLEGE COURSES FOR VOCATIONAL NURSES

The demand for licensed vocational nurses is increasing and all graduates of junior college courses in vocational nursing are being promptly placed. Some civil service boards are setting up special salary schedules for these nurses. In the colleges which are conducting training programs that have been approved by the Bureau of Business Education, notable improvements have resulted from the following practices:

1. Advisory committees composed of representatives of the groups and agencies concerned with care of the sick plan the school curriculum in vocational nursing to meet the standards set by the Board of Vocational Nurse Examiners.
2. Care in the selection of students reduces the number of drop-outs; pretesting programs help instructors and would-be students to decide whether the training should be undertaken; health examinations have revealed remediable defects that would have stopped or interrupted the training had they remained undetected; some exposure to hospital environment early in the training program has helped students to determine whether or not they can "take it."
3. Good school-hospital relationships have been maintained and adequate supervision has been provided during the clinical period of training.
4. Instructors in courses approved by the Bureau have had at least seven years of nursing experience, including training in recognized institutions for service as registered nurses.

HOSPITAL INTERNSHIP FOR VETERANS

The Bureau of Readjustment Education has recently completed the investigation and approval, under provisions of Public Laws 346 and 550, of medical residency and medical internship training offered in 17 public and 37 private hospitals in California. The types of training now offered by these institutions and available to veterans are the following: medical internship, medical residency, osteopathic internship, osteopathic residency, medical technologist (medical laboratory technician), X-ray technician, physical therapy, occupational therapy, medical record librarian, hospital administrator residency, and courses for registered and vocational nurses.

APPROVAL OF SCHOOLS FOR VETERAN TRAINING

During the fiscal year 1952-53, the Bureau of Readjustment Education approved 555 institutions for the training of veterans. This total included both public and private schools, some of which had not been accredited by any recognized accrediting agency. Almost all of these approvals—553 out of 555—were granted under Public Law 550 relating to veterans of the action in Korea. This law, which became effective August 20, 1952, does not provide for any blanket approval of public schools as did Public Law 346 relating to veterans of World War II, but requires individual consideration and action on each institution. Detailed information on the curriculums maintained in each approved school is compiled by the Bureau for transmittal to the U. S. Veterans Administration.

CONFERENCE FOR TEACHERS OF AGRICULTURE

The staff of the Bureau of Agricultural Education joined with the California Agriculture Teachers Association in conducting the thirty-fourth annual conference of that association at California State Polytechnic College during the week of June 22, 1953. Some 375 agriculture teachers spent a week discussing professional improvement programs and hearing talks and panels by their own members and recognized experts in varied fields of agriculture and education. LaVell Parsons, who will teach at Paso Robles next year, was elevated to the presidency; Arley Heinze, Ferndale, was named vice-president; and Herbert Stitt, Fullerton, is the secretary-treasurer. Approximately 100 teachers remained on the Cal Poly campus at San Luis Obispo for an additional workshop week in soils and crops, and agricultural mechanics.

RECORD ENROLLMENTS IN DISTRIBUTIVE EDUCATION

According to a report received by the Bureau of Business Education from the U. S. Office of Education, California led the states in enrollments in distributive education for the past fiscal year. Enrollments included students in co-operative part-time classes in high schools and junior colleges who received training in school and were employed on a part-time basis through arrangements with owners and managers of business firms. The co-operative part-time training program is built on the idea that the vocational training should prepare students for jobs in retail stores and other distributive establishments, and also help them to become store owners, managers, and executives.

In addition to students enrolled in regular day-school courses, large numbers of persons employed full time in distributive trades in California received training in courses maintained as a part of the adult education program. Courses were taken by store personnel, store executives and

supervisors, and the owners of small retail, wholesale, and service businesses. The greatest number of enrollments was in courses dealing with restaurants and food stores. Other types of businesses served included furniture stores, variety stores, building material dealers, apparel stores, drug stores, insurance and real estate, grocery retailing and wholesaling, laundry route selling, and florist selling. Courses in wholesale selling, export and import procedures, warehousing, and analyzing the distributive cost maintained great interest. Classes in insurance agency management, supervising insurance salesmen, selling stocks and bonds, selling real property, and appraisal of real property were included among the courses offered.

COMMENCEMENT STATISTICS AT CALIFORNIA STATE POLYTECHNIC COLLEGE

The forty-seventh annual commencement at California State Polytechnic College was held on June 20, 1953. Of the 450 degrees, diplomas, and certificates granted, one was an honorary degree of Master of Public Service conferred upon Walter T. Wells of Los Angeles, representative of the institution in the State College Council; 13 were degrees of Master of Arts; 385 were Bachelor of Science degrees, of which 214 were earned in the division of agriculture, 139 in the division of engineering, and 32 in the liberal arts division; 42 certificates were granted for the three-year technical course, and 9 for the two-year vocational course.

The fact that the college serves the entire state rather than one region was emphasized by a report showing that the 1953 graduates came from 170 towns and cities in 41 of California's 58 counties. This state-wide distribution accounted for 347 of the 449 graduates. Of the remaining 102 graduates, 80 were from 26 other states, 11 were from the Territory of Hawaii, and 11 were from seven foreign countries.

Los Angeles County provided the greatest number of graduates, with a total of 106. Orange County was second, with 23 graduates; San Luis Obispo County was third, with 18; Alameda County provided 16, Santa Barbara County 14, Riverside County 12. San Diego and Stanislaus County tied for seventh place, with 11 graduates each; San Bernardino County was next, with 10 graduates. The remaining 32 California counties which were represented had from one to nine graduates each in the 1953 class.

Normal distribution of the entire student body of the San Luis Obispo campus of Cal Poly was typically shown in the college's annual report for 1952-53. The 2,259 students enrolled at San Luis Obispo as of November 18, 1952, represented 52 of California's 58 counties as well as several foreign countries and territories of the United States. The Voorhis campus of the College, at San Dimas, enrolled 413 students representing 27 of California's counties.

PREPARATION OF TEACHERS FOR HOME-SCHOOL-COMMUNITY RELATIONS

For the past several years, under the chairmanship of a representative of the California Congress of Parents and Teachers, a committee of the California Council on Teacher Education has been studying the preparation of teachers for home-school-community relations. An outcome of the study has been the preparation of a bulletin entitled, *The Preparation of Teachers for Home-School-Community Relations*, which is being published by the State Department of Education. The bulletin summarizes the work of the committee and brings together in one publication materials for use in the preservice education of teachers which heretofore have been unavailable from any single source.

FOR YOUR INFORMATION

STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at its regular quarterly meeting held in Sacramento, July 9, 10, and 11, 1953.

Approval of Appointments to State Curriculum Commission

The Board approved the appointment by Superintendent of Public Instruction Roy E. Simpson of the following persons to serve as members of the State Curriculum Commission for the terms indicated:

Mrs. Gertrude R. Harvie, principal, Theodore Judah Elementary School, Sacramento, to fill the unexpired term of Roy E. Learned, resigned, ending August 29, 1953, and thereafter to serve for a new four-year term ending August 29, 1957
Ferne M. Gleason, teacher, Alvin Avenue Elementary School, Santa Maria, to fill the unexpired term of Rubie Burton, resigned, ending August 29, 1954

Appointment of Advisory Board Members for State Colleges

In accordance with Education Code Sections 20361-20368, the Board confirmed the appointment or reappointment by Director of Education Roy E. Simpson of members of the advisory boards of nine state colleges, to serve for terms ending September 30, 1957, unless otherwise indicated.

CHICO STATE COLLEGE

Milton Gerlicher, McCloud River Lumber Co., McCloud
Paul Lamborn, Susanville
Mrs. Mary Lemcke, Durham
Theodore Meriam, c/o M. Oser & Co., Chico ¹

FRESNO STATE COLLEGE

Harry Baker, Producers' Cotton Oil Co., Highway 99 and North, Fresno
Frank Homan, 502 Terrace Avenue, Fresno
Mrs. Genevieve W. Smith, 315 Clinton Avenue, Fresno

HUMBOLDT STATE COLLEGE (Arcata)

Donald E. Larson, 2452 G Street, Eureka
Robert W. Matthews, Manager, Brizard Matthews Machinery, 791 Eighth Street, Arcata
Don O'Kane, President and General Manager, Eureka Newspapers, Inc., Eureka
Waldron Hyatt, Samoa ²

LONG BEACH STATE COLLEGE

John W. Hancock, Executive Vice President, The Hancock Oil Company, Long Beach
Lloyd S. Whaley, Builder and Contractor, Long Beach

¹ Appointed for term ending September 30, 1954, to bring board into balance.

² A new appointment, for term ending September 30, 1955.

LOS ANGELES STATE COLLEGE OF APPLIED ARTS AND SCIENCES

Harry H. Hillman, 450 North Grand Avenue, Los Angeles 12

W. G. Paul, Los Angeles Stock Exchange, 618 South Spring Street, Los Angeles

SACRAMENTO STATE COLLEGE

C. M. Goethe, Financier, Capital National Bank Building, Sacramento

Earl Lee Kelly, Vice President, Bank of America, Eighth and J Streets, Sacramento

SAN DIEGO STATE COLLEGE

Stanley B. Grove, 7766 Exchange Place, La Jolla

Mrs. E. T. Hale, 4075 Alameda Drive, San Diego 3

Robert J. Sullivan, 589 Gage Lane, San Diego

Orien W. Todd, Jr., 3322 Granada, San Diego

SAN FRANCISCO STATE COLLEGE

Honorable Raymond J. Arata, Judge of the Municipal Court, City Hall, San Francisco

John W. Elwood, Committee for a Free Asia, Inc., 105 Market Street, San Francisco 11

SAN JOSE STATE COLLEGE

L. D. Bohnett, Bank of America Building, San Jose

Paul L. Davies, Food Machinery and Chemical Corporation, San Jose

Mrs. E. L. DeArman, 772 North First Street, San Jose

Adoption of Policies Regarding School District Organization

The Board adopted the following statement of policies regarding school district organization.

**POLICIES OF THE STATE BOARD OF EDUCATION REGARDING
SCHOOL DISTRICT ORGANIZATION***General Policies*

The broad program of the State Board of Education is to secure the initiation of local action which, with the approval of the electors of the school districts concerned, will lead to the reorganization of local units of school administration in conformity with present-day conditions and standards. The unified school district seems to be the most nearly ideal plan for school district organization. The formation of unified school districts should, therefore, be given every consideration in the studies carried on throughout the State. However, other proposed forms of reorganization (i.e. unionization, etc.) will be given favorable consideration by the State Board of Education when the report indicates the proposal will improve educational opportunity for the children and when such proposed reorganizations do not place obstacles in the way of the future formation of unified school districts in the same area, or in extended areas.

Specific Objectives

The State Board of Education has adopted four specific objectives in the program of developing school district reorganization:

1. To produce a more effectively coordinated program of education for all levels of the State's public school system through strong local school district organization, with single administrative control over all levels of public education in a given area.
2. To provide a more efficient use of public funds, brought about by the creation of school districts capable of furnishing necessary educational services at a reasonable unit cost.

3. To provide a better and more equalized educational opportunity for all children in the State through the creation of school districts sufficient in size to be able to provide curricular offerings and other services not possible under existing organization.
4. To effect as great a degree of equalization of financial resources on the local level as circumstances will permit.

It should be noted that the State Board of Education does not propose to establish fixed arbitrary standards for school district reorganization. The criteria to be used in measuring the value of any proposed change in district organization are those established by research study. These are not rigid, but provide for each local situation to be considered in its own setting and each proposal made by a county committee is to be considered in light of its soundness to the local area concerned. Such a specific solution can be arrived at only through impersonal, scientific study and application of the criteria to each local situation in the State. Therefore, studies of local areas are to be conducted by county committees on school district organization. Fifty-seven county committees have been organized in accordance with legislation passed in 1949. The responsibility of each committee is outlined in section 4902 of Education Code, as follows:

4902. Each county committee shall study the school district organization of the county and shall, under direction of the State Board of Education, formulate plans and recommendations for the unification or other reorganization of the school districts in the county or any portion thereof including, if necessary, a portion of one (1) or more adjacent counties. It shall transmit the plans and recommendations to the State Board of Education.

Thus, a large number of electors throughout the State are involved in the initiation of proposals and the effecting of changes toward sound and forward-looking reorganization.

The success or failure of this program for the reorganization of many California school districts will thus rest upon people who live in and are familiar with the localities concerned. Upon the members of the county committee rests an important obligation.

Professional assistance in the conduct of the necessary studies in this technical field is available to all committees from the State Department of Education, the County Superintendent of Schools and his staff, and from District Superintendents and other professional employees of school districts. However, decisions are to be made by the citizens of the areas involved.

Because of studies previously made, and of school administration problems pressing for solution there is developing an increased interest in the study of school district organization. This interest, together with an increasing understanding of good organization, offers county committees the opportunity to develop a sound pattern of strong local school district organization in California.

Approval of Proposals for Reorganization of School Districts

Pursuant to Chapter 16 of Division 2 of the Education Code, comprising Sections 4871 to 4991, inclusive, the Board approved three proposals for reorganization of school districts as submitted by the Division of Public School Administration in accordance with recommendations by county committees on school district organization in the counties concerned. The approved plans of reorganization are summarized as follows:

1. *El Dorado County*—Unionization of Diamond Springs, El Dorado, Missouri Flat, and Nashville elementary school districts

2. *Los Angeles County*—Establishment of the Palos Verdes Unified School District comprising the area now included in the Palo Verdes Elementary School District
3. *Los Angeles County*—Establishment of a unified school district in the area now included in the Inglewood City Elementary School District

Approval of Establishment of Junior College

The Board approved the request of the Oakland Unified School District for authorization under Education Code Section 8812 to establish and maintain one or more junior colleges.

Revocation of Credentials for Public School Service

By authority of the Education Code Sections indicated, the Board revoked the credentials, life diplomas, and other documents for public school service heretofore issued to the following persons, revocation to be effective on the dates indicated:

<i>Name</i>	<i>Revocation effective</i>	<i>By authority of Education Code Section</i>
Allen, James Edward	July 10, 1953	12756
Allred, Donnell William	July 10, 1953	12756
Christopher, Garfield L.	April 6, 1953	12754
Coy, Joseph	July 10, 1953	12756
Craven, Bernard Hughston	July 10, 1953	12756
Gipson, Glenn Doyle	July 10, 1953	12756
Gore, Lucien Ray	April 1, 1953	12754
Hughes, Stanley Madoc	July 10, 1953	12756
Kressman, Paul Wenzel	July 10, 1953	12752
Llewellyn, William Northcutt	July 10, 1953	12756
Mackin, Bruce John	July 10, 1953	12756
Manninger, Jeff Charles	July 10, 1953	12755
Major, Robert Wade	July 10, 1953	12752
McLane, Victor Walter	July 10, 1953	12752
Polleys, Howard Eugene	July 10, 1953	12756
Read, Donald LeRoy	April 22, 1953	12754
Reeves, Thomas Arthur	July 10, 1953	12752
Seiniger, Saul Lee	July 10, 1953	12756
Simonton, Jack Lett	July 10, 1953	12756
Vetterli, Clarence H.	October 1, 1951	12754
Wicks, Robert William	July 10, 1953	12752

Approval of Educational Organizations for School District Membership

The Board passed the following resolution relating to approval of educational organizations to which membership fees for schools may be paid from school district funds under Education Code Section 4861:

RESOLUTION

WHEREAS, it has heretofore been the practice of the State Board of Education in approving an educational organization pursuant to Education Code Section 4861 to make such approval effective for one year only; and

WHEREAS, such approval may reasonably be given for a longer period subject to notification by the organization to the State Board of Education when there are

changes in the constitution, charter, bylaws, or purposes of the organization, and subject further to withdrawal of approval by the State Board of Education subsequent to such a change; and

WHEREAS, approval for a longer period subject to such notification and withdrawal would accomplish the purposes of Education Code Section 4861 and would relieve the organization and the State Board of Education of a quantity of work required under the present practice of the board in connection with the annual application for approval which work is unnecessary and a duplication of effort unless there has been a change in the constitution, charter, bylaws, or purposes of the organization.

NOW, THEREFORE, be it resolved by the State Board of Education that approval of an educational organization pursuant to Education Code Section 4861 shall be valid for a period of three school years specified in the resolution of approval, such approval, however, to be subject (a) to the duty of the educational organization to notify the State Board of Education immediately if, during such period, there is a change in the constitution, charter, bylaws, or purposes of the organization, and (b) to withdrawal by the State Board of Education at its discretion subsequent to such a change.

BE IT FURTHER RESOLVED by the State Board of Education that the Secretary of the State Board of Education is instructed to notify each educational organization hereafter approved by the State Board of Education pursuant to Education Code Section 4861 that such organization has been approved for a period of the three school years specified in the resolution subject to the conditions hereinabove specified.

In accordance with the foregoing resolution and pursuant to the provisions of Education Code Section 4861, the Board approved each of the following organizations for the school years 1953-54, 1954-55, and 1955-56 as organizations to which membership fees for schools may be paid from school district funds, subject, however, to the duty of each such organization to notify the Department of Education immediately whenever, during such period, there is a change in the constitution, charter, bylaws, or purposes of the organization and subject further to the withdrawal of approval by the State Board of Education at its discretion subsequent to such a change.

American Educational Research Association (A Department of the National Education Association)

President: Guy T. Buswell

Secretary-Treasurer: Frank W. Hubbard

Headquarters address: 1201 Sixteenth Street, N.W., Washington 6, D. C.

Association for Supervision and Curriculum Development (A Department of the National Education Association)

President: Alice Miel

Executive Secretary: George W. Denemark

Headquarters address: 1201 Sixteenth St., N.W., Washington 6, D. C.

Association of School Business Officials of the United States and Canada

President: Sam S. Dickey

Secretary: Harley W. Anderson

Headquarters address: 710 Kalamazoo Building, Kalamazoo, Michigan

California Association for Childhood Education

President: Mrs. Elnamae Olson, 341 Richmond Street, El Cerrito, California

Secretary: Marguerite Schmitz, 1515 Webster Street, Oakland, California

Corresponding Secretary: Phyllis B. Henfling, P. O. Box 452, Fresno, California

California Association of Public School Business Officials*President:* Thos. H. McCandless, Stockton*Secretary:* Clifford R. Metz, Richmond*Headquarters address (Secretary):* 1108 Bissell Avenue, Richmond, California**California Association of School Administrators***President:* Cecil D. Hardesty*Executive Secretary:* Robert E. Cralle*Headquarters address:* 35 North Raymond Avenue, Pasadena 1, California**California Association of Secondary School Administrators***President:* Otto I. Schmaelzle*Secretary:* William N. McGowan*Headquarters address:* Rooms 9-10, Haviland Hall, University of California, Berkeley 4, California**California Educational Research and Guidance Association, Southern Section***President:* Elmer E. Wagner*Executive Secretary-Treasurer:* Esther Grace Nolan*Headquarters address (Secretary):* 808 North Spring Street, Los Angeles 12, California**California Elementary School Administrators Association***President:* Bert Chappell*Secretary:* Betty E. Finley*Headquarters address (Secretary):* 633 South Oak St., Inglewood, California**California School Employees Association***President:* Robert L. Wales*Secretary:* Emma T. Hoffman*Headquarters address (Secretary):* 1600 K Street, Bakersfield, California**California Junior College Association***President:* Forrest Murdock*Secretary-Treasurer:* Leo Wolfson*Headquarters address (President):* El Camino College, California**Department of Elementary School Principals, NEA***President:* Mamie Reed*Executive Secretary:* Robert W. Eaves*Headquarters address:* 1201 Sixteenth Street, N.W., Washington 6, D. C.**National Association of Secondary-School Principals (A Department of the National Education Association)***President:* Joseph C. McLain*Executive Secretary:* Paul E. Elicker*Headquarters address:* 1201 Sixteenth Street, N.W., Washington 6, D. C.**National School Boards Association, Inc.***President:* Clifton B. Smith, Freeport, New York*Executive Secretary:* Edward M. Tuttle, Chicago, Illinois*Headquarters address (Secretary):* 450 East Ohio Street, Chicago 11, Illinois**National Education Association, Research Division***President:* Sarah C. Caldwell*Secretary:* William G. Carr*Headquarters address:* 1201 Sixteenth Street, N.W., Washington 6, D. C.**Northern California Junior College Association***President:* Roy L. Patrick, Napa College, Napa, California*Secretary:* Dewart Lewis, College of Marin, Kentfield, California

Changes in Rules and Regulations

NOTE: The changes in Title 5, Education, of the California Administrative Code indicated in the following paragraphs, as well as the changes declared by the Superintendent of Public Instruction and Director of Education (see pages 391-92), will appear in Administrative Register 53, No. 12, dated July 25, 1953, as new pages for insertion in Title 5. These pages will be reprinted as usual by the State Department of Education for distribution to superintendents of schools and certain other school personnel.

Length of Class Hour in Junior Colleges. The Board amended its regulations relating to attendance accounting in day and evening junior colleges by amending subsection (3) of subsection (d) of Section 9, Title 5, California Administrative Code, to read as follows (effective August 13, 1953):

9 (d) (3) In grades 13 and 14 of a junior college, a class hour is not less than 50 minutes, and a partial class hour is a fractional part in addition thereto. In computing partial class hours, one-fifth fractional part of a class hour may be credited on the basis of each full 10 minutes of attendance in excess of 50 minutes in a class which exceeds 50 minutes in length. One-fifth fractional part of a class hour shall be deducted for each full 10 minutes of absence from any class which is not less than 50 minutes in length.

Lunch Period of Teacher. The Board changed its rules regarding duties of principals and teachers (Article 3, Subchapter 1, Chapter 1 of Title 5, California Administrative Code) by repealing Section 26 relating to duty-free lunch periods for teachers (effective August 13, 1953).

Classes for Adults. The Board repealed Sections 120, 122, and 123 of Title 5 of the California Administrative Code, and added Sections 120, 122, 122.1, 123, 129.2, and 129.3, all relating to schools and classes for adults, adopting the same as emergency regulations (effective July 14, 1953), to read as follows:

120. Approval. (a) Each such school must be approved each year by the bureau as one established and maintained in conformity with law and this article as a condition to the recognition of such school as a separate school or to the crediting of attendance in such school for apportionment purposes.

(b) Each class must be approved by the bureau as one established and maintained in conformity with law and this article as a condition to the crediting of attendance for apportionment purposes. Classes will be approved by the bureau in the following manner:

(1) On a continuing approval basis:

- (A) Those academic classes which are regularly offered in elementary, high school, or junior college.
- (B) Americanization and citizenship.
- (C) Remedial classes in academic subjects at the elementary and high school level.

(2) Approval every five years:

Vocational classes which meet the requirements of the California Plan for Vocational Education including business and distributive education, industrial education, homemaking education, and agricultural education, except those classes specifically named in Section 120 (b) (3).

(3) Approval every three years:

(A) Classes in parent education and family life education.

(B) Classes in vocational education not included in Section 120 (b) (2).

(C) Classes in real estate, insurance, technical subjects not included in the California Plan for Vocational Education; mathematics and science for trades, business and agriculture; volunteer nursing.

(4) Approval each year:

All classes not included in Section 120 (b) (1) (2) (3).

122. Administration of Classes for Adults and Separate Schools for Adults. (a) In school districts having a total of not more than forty units of average daily attendance in classes for adults, the governing board shall allocate not less than twenty dollars (\$20) per pupil in average daily attendance in classes for adults to be expended for administration, supervision, evaluation, curriculum development, and guidance in the adult education program.

(b) In school districts having a total average daily attendance of more than forty units in classes for adults, the governing board shall allocate an amount not less than fifteen per cent of the current operation expenses of such classes to be expended for administration, supervision, evaluation, curriculum development, and guidance in the adult education program.

(c) In school districts having an estimated average daily attendance in excess of 100 units in classes for adults a separate school for adults shall be established by the governing board of the district as a separate administrative unit. The administrator of the school for adults shall be a properly credentialed person who is not a principal or a full-time vice-principal of an elementary or secondary school.

(d) In school districts having an estimated average daily attendance of from 100 to 200 units in classes for adults, a minimum of one half-time assignment of a properly credentialed administrator shall be made.

(e) In school districts having an estimated average daily attendance of more than 200 units in classes for adults, the assignment of a full-time properly credentialed administrator shall be made. When the fund provided by the allocation of fifteen per cent of current operation expenses exceeds the amount required to provide one full-time administrator, additional administrative, supervisory, curriculum, and guidance personnel shall be employed to meet the requirement of Section 122 (b).

(f) Each class for adults established shall be maintained in connection with the school furnishing the administrative and supervisory services for such class.

122.1. Separate Schools for Adults. (a) An approved school for adults shall provide counseling and guidance services adequate to meet the needs of the students attending classes of such school.

(b) A school for adults shall be conducted for not less than two hours per day for not less than four days each week for not less than 128 days during a school year.

(c) There shall be established in each school for adults a program of studies based upon the educational needs of persons eligible to admission thereto.

(d) In each school for adults there shall be provided at least one of the following curricula:

(1) A general curriculum which includes courses in at least six of the following areas:

(A) Agriculture

(B) Arts and crafts

(C) Business education

(D) Engineering and technological subjects

(E) Health and physical education

(F) Homemaking education

(G) Industrial arts

- (H) Language and speech arts
- (I) Mathematics
- (J) Music
- (K) Science
- (L) Social-civic education including citizenship
- (M) Trades and industries
- (2) A vocational curriculum with related instruction in:
 - (A) English
 - (B) Applied science
 - (C) Applied mathematics
 - (D) Such other courses as are necessary to provide information relative to the subject matter of the vocational instruction.

123. Classes in Physical Education. (a) Classes for adults in physical education shall include only those organized primarily for instruction to:

- (1) Develop individual and public safety through swimming and life saving.
- (2) Develop leaders in physical and recreational education.
- (3) Provide education for improved posture, efficient body movement, and physical conditioning.

(b) For apportionment purposes no classes for adults in dancing or recreational physical education shall be approved.

(c) Recreational physical education is defined as that phase of the activity program organized primarily for adult participation as a recreational outlet. Included in this definition are all classes organized primarily for participation in sports and games. This does not apply to classes organized under Section 123 (a).

(d) Such facilities, equipment, and supplies shall be provided as will insure an appropriate instructional program including laboratory experience. Adequate dressing rooms, towels, and hot and cold showers shall also be provided.

(e) The number in attendance in any one class shall be held to an optimum student-teacher ratio according to the type of instruction. The bureau shall publish to schools maintaining classes the maximum limits prescribed for each type of instruction.

(f) All applications for approval of physical education classes must be accompanied by evidence that the program is instructional. Requests for approval must include the following information on forms prescribed by the bureau:

- (1) Purpose of course;
- (2) Instructional units (in detail);
- (3) Hours planned for each unit;
- (4) Maximum student-teacher ratio permitted;
- (5) Methods and procedures to be used.

(g) The instructional units for each course shall be approved by the bureau.

(h) The bureau shall prescribe the maximum number of hours allowed for the completion of approved instructional units. The bureau shall publish to all districts maintaining classes for adults in physical education the limitations that have been determined.

(i) Attendance of persons who have completed the maximum number of hours allowed for an approved course in physical education shall not thereafter be counted in such course.

129.2. Definition of Trade or Industrial Subjects. Trade or industrial subjects include training to provide instruction in:

(a) Any industrial pursuit, skilled or semi-skilled trade, craft, or occupation which directly functions in the designing, producing, processing, assembling, maintaining, servicing, or repairing of any manufactured product.

(b) Any service, trade, or occupation which is not classified as agricultural, business, professional, or homemaking.

(c) Other occupations which are usually considered as technical and in which workers such as nurses, laboratory assistants, draftsmen, and technicians are employed.

129.3. Definition of Payment for Attendance. (a) Pupils attending a class for adults shall be deemed to be "paid for such attendance" within the meaning of Education Code Section 9707 when all of the following conditions exist:

- (1) Class membership is composed of persons regularly employed by one company, concern, or agency, public or private.
 - (2) Class is conducted on other than school premises.
 - (3) Class is conducted during the hours of employment of the class members.
- (b) The provisions of this section shall not apply to classes in hospitals for military personnel.

School District Organization Standards. The Board added Article 15.7 to Subchapter 1 of Chapter 1 of Title 5 of the California Administrative Code, consisting of Sections 135.1 to 135.4, inclusive, relating to standards for school district organization, to read as follows (effective August 13, 1953):

Article 15.7. School District Organization Standards

135.1. Authority. The provisions of this article are adopted under the authority of Section 4885 of the Education Code, and comprise standards to be applied in approving plans and recommendations for the unification or other reorganization of school districts.

135.2. Policy. It shall be the policy of the State Board of Education to encourage and give primary consideration to the formation of adequate unified school districts. Other types of reorganization will be considered when they will improve educational opportunity and do not place obstacles in the way of the future formation of satisfactory unified school districts.

135.3. Unified School Districts. County Committees on School District Organization shall formulate plans and recommendations for unified school districts in compliance with the following:

(a) Size. The school district should be sufficiently large that necessary administration and supervision can be furnished at reasonable cost per pupil, and enough pupils can be included to make a complete educational program feasible.

Wherever the nature of the community or communities will permit, districts should include potentially at least 10,000 pupils in grades kindergarten through 12, or kindergarten through 14. Modification of this standard to create smaller districts should be made only when the factors of isolation and community identity fully justify. Districts with fewer than 2,000 potential pupils should be planned only in extreme cases of isolation or sparsity of population.

(b) Community Identity. The school district should include all of the area embraced within the community. The community as used here includes one or more towns or cities and the surrounding territory from which people come for business, social, recreational, fraternal, or similar reasons.

Many existing high school districts are communities that have already been long established. Whenever an existing high school district has within its boundaries a potential enrollment of 2,000 pupils in grades kindergarten through 12, and represents a clearly definable community, it may be considered for the formation of a separate unified district. The area included in high school districts with a potential enrollment of less than 2,000 pupils should be combined to obtain the advantages of a larger administrative unit.

Existing high school districts should not be split into two or more unified districts unless (a) each resulting area is adequate in terms of the number of pupils enrolled and in terms of financial resources (assessed valuation per pupil in the separate areas should not materially deviate from the assessed valuation of the original area proposed to be divided), and (b) each area represents a clearly defined separate community unit.

(c) Equalization. The school district should be planned to effect the greatest possible equalization of the local tax base for the support of the educational program. Areas of high assessed valuation per pupil or of low assessed valuation per pupil should not be planned as separate districts. Special attention to this criterion should be given if the area involved contains fewer than 10,000 pupils.

135.4. Other Reorganization. Plans and recommendations for reorganization other than the formation of unified school districts shall comply with the following:

(a) Education Program. The plans should be designed to improve the educational program offered the pupils affected.

(b) Attendance Centers. The plans should make possible the establishment of attendance centers at locations where they will need to be placed when an adequate unified district is formed. Wherever possible elementary schools should have not more than one grade per teacher. Any new high school district should be considered in terms of its eventually becoming a unified school district and plans shall be approved in accordance with Section 135.3.

(c) Correction of Unsatisfactory Conditions. Plans may involve changes in boundaries, or other transfers of territory to improve or correct existing conditions when such changes will benefit the pupils in the territory involved, or effect economies in the operation of schools.

(d) Annexation. Plans may provide for the annexation of a district to another district, to a union or joint union elementary or high school district, or to a unified district, when such annexations are consistent with formation of adequate unified school districts.

(e) Long Term Plans. Any plan or recommendation should be so made that the proposed change will be consistent with the eventual formation of a unified school district which will meet the standards set forth in Section 135.3, and which will conform to a Master Plan for the County with due consideration given to the problems of surrounding areas either in the same or different counties and to the effect of any proposal on any surrounding area. A plan or recommendation shall be accompanied by detailed plans including maps, showing the effect which the proposed changes will have on the surrounding adjacent areas.

Automobile Driver Education and Training. The Board repealed Article 18 of Subchapter 1 of Chapter 1 of Title 5 of the California Administrative Code, consisting of Sections 171 to 175, inclusive, relating to courses of instruction in automobile driver education and training, and adopted a new Article 18 consisting of Sections 171 to 178, inclusive, to read as follows (effective August 13, 1953):

Article 18. Automobile Driver Education and Training

171. Purpose of Regulations. This article shall govern the establishment, conduct, and scope of automobile driver education and driver training in secondary schools.

172. Driver Education Defined. Driver education shall be interpreted to mean that type of instruction which has as its purpose the development of a knowledge of those provisions of the Vehicle Code and other laws of this State relating to the operating of motor vehicles, a proper acceptance of personal responsibility in traffic, and

a true appreciation of the causes, seriousness, and consequences of traffic accidents, excluding behind-the-wheel driving and observation.

173. **Automobile Driver Education.** (a) A course of instruction in automobile driver education shall include instruction by a qualified instructor of not less than 30 class hours in the following areas:

- (1) Driving is Your Responsibility
- (2) The Driver
- (3) Natural Forces Affecting Driving
- (4) Making, Observing, and Enforcing Traffic Laws
- (5) The California Vehicle Code
- (6) Major Causes of Accidents
- (7) Care and Economical Use of the Automobile

(b) A class hour in a course of instruction in automobile driver education shall be of the same length as a class hour for regular academic classes.

(c) A course of instruction in automobile driver education shall be completed by a student within one school year.

174. **Automobile Driver Training.** (a) A course of instruction in automobile driver training shall include for each student enrolled in the class instruction as follows:

(a) A minimum of 6 class hours of behind-the-wheel practice driving instruction in a dual-control automobile with a qualified instructor.

(b) From 6 to 18 additional hours in a dual-control automobile with a qualified instructor for the purposes of observation.

175. **Instructor Qualifications.** On and after September 1, 1954, each instructor in driver education or driver training shall possess a valid California driver's license and either:

(a) A valid California special secondary credential in public safety and accident prevention, including driver education and driver training, and also a valid special secondary credential in some other teaching field, or

(b) A valid California general secondary credential, or its equivalent, plus courses or in-service teacher education training workshops which will meet the typical requirements for the special secondary credential in public safety and accident prevention, including driver education and driver training.

176. **Pupils Eligible to Receive Instruction in Driver Training.** A pupil is eligible to receive instruction in driver training if he is enrolled in or has completed a course in driver education as prescribed in Section 173 and has either:

(a) A valid student license issued by the school authorities, or

(b) A valid driving instruction permit issued by the California Department of Motor Vehicles, or

(c) A valid driver's license issued by the California Department of Motor Vehicles.

177. **Dual-Control Automobiles and Equipment.** (a) **Dual-Control Automobiles.** A driver training automobile shall be provided with dual-controls of a type approved by the California State Department of Education. American Automobile Association dual-controls and those of similar safety specifications are approved.

(b) **Standard Transmission.** A student shall first receive part of his instruction in driver training in a standard gear-shift automobile. A school district may provide additional instruction on automatic transmission after a student has received instruction in a standard gear-shift automobile.

(c) Identification. Each school district shall use some means to identify the driver training automobile with the driver training program of the district. The identification of a lender of a driver training automobile may be placed on each side and the rear of the automobile in letters not exceeding one and one-half (1½) inches in height. Such identification shall be on a single line and shall not appear more than once on either side or on the rear of the automobile.

(d) Maintenance. Each automobile used for driver training shall receive preventive maintenance and repairs in accordance with recommendations of the manufacturer, and maintenance records shall be kept for it.

(e) Mirrors. A dual-control automobile shall be equipped with outside rear-view mirrors for the driver's side and for the right-hand front seat.

(f) Heaters and Ventilators. Heaters and ventilators shall be provided when needed for the protection of the health of students and teachers.

(g) Tire Chains. Tire chains shall be used in conformance with local police or Highway Patrol recommendations if instruction is given in snow or on icy road surfaces.

(h) Special Safety Equipment. Fire extinguishers, first-aid kits, safety flares and/or reflectors, all maintained in good condition, shall be carried and accessible in every automobile used in driver training.

(i) Replacement. A dual-control automobile shall be replaced when the automobile cannot be maintained to meet maximum safety standards.

(j) Safety Check and Use of Defective Equipment. A complete safety check, as recommended by the manufacturer, of each dual-control automobile used in the program shall be made at least once each semester by a competent and qualified mechanic to insure that it is maintained in a safe operating condition.

(k) Restricted Use of Automobiles. A dual-control automobile shall always be available when needed for day high school classes in driver training. A dual-control automobile may be used for other school purposes when such use is not in conflict with the needs of day classes in driver training. The driver training identification shall be removed or covered in the event that a driver training automobile is used for other than driver training purposes. The cost of such use shall not be subject to reimbursement.

178. Accident Report Forms. An accident report form approved by the State Department of Education shall be in the automobile at all times and shall be completed by the instructor without delay following any accident, regardless of damage or injury, and filed with the principal. A duplicate copy of the report shall be forwarded by the principal within twenty-four hours to Secondary Education, State Department of Education, State Education Building, Sacramento, California. The report form entitled Driver's Accident Report Form No. 110, California Highway Patrol, is approved for the purposes of this section. The foregoing requirements contained in this section are in addition to, and not in lieu of, reports otherwise required by law to be filed.

Special Secondary Credential in Physical Education. The Board amended Article 25 of Subchapter 2 of Chapter 1 of Title 5 of the California Administrative Code, consisting of Sections 336 to 338, inclusive, relating to requirements for the special secondary credential in physical education, to read as follows (effective September 15, 1955):

Article 25. Special Secondary Credential in Physical Education

336. Application. An applicant for the special secondary credential in physical education shall comply with the procedure prescribed for application (Section 201)

and shall have completed a program including the following minimum requirements:

(a) A bachelor's degree granted by an institution accepted for credentialing purposes by the California State Board of Education.

(b) Forty semester hours of general education, including the following:

- (1) Twelve semester hours of sciences basic to physical education.
- (2) Six semester hours of practical and fine arts, such as art, music, homemaking, health education, industrial arts and similar fields.
- (3) Six semester hours in social sciences.
- (4) Six semester hours in communicative arts, such as languages, literature, speech arts and similar fields.

Courses offered in fulfillment of the general education requirement may also be applied toward the fulfillment of major and minor requirements, provided the courses are within the same subject field as the major and minor.

(c) Twenty-two semester hours of professional work in education, including each of the following areas:

- (1) The scope and function of elementary and secondary school education and the role of public education in our American democracy.
- (2) The learner in society; education for leisure; directed observation of pupils in school and community activities.
- (3) Curriculum development; general methods; the role of the teacher in guidance; the school-community health program; evaluation of instruction.
- (4) Six semester hours of directed teaching in physical education in grades 7 through 12. At least half of the experience should be in the 7th or 8th grade. Successful teaching experience in public schools or in private schools of equivalent status may be substituted for directed teaching at the rate of one year of full-time teaching for one-half of the requirement.

(d) Thirty-six semester hours in a physical education major, including each of the following areas:

- (1) Principles of physical education, including historical background.
- (2) A core of applied sciences basic to movement, including kinesiology, physiology of exercise, adapted activities and the health aspects of the physical education program.
- (3) Methods of teaching a variety of activities within each of the following classifications:
 - (A) Aquatics
 - (B) Rhythms and dance
 - (C) Games and relays, including social recreational activities
 - (D) Individual and dual sports
 - (E) Team sports
 - (F) Gymnastics such as stunts, tumbling, and apparatus
 - (G) Individual adapted activities
 - (H) Combatives suitable for boys in secondary schools (men applicants only)

The applicant shall possess individual proficiency in each of the foregoing classifications, such proficiency to be determined by the teacher education institution or verified in writing by the superintendent of schools by whom the applicant has been most recently employed.

- (4) Organization and conduct of physical education.
- (5) Curriculum materials and evaluation procedures in elementary and secondary school physical education, including directed observation and field experiences.
- (6) Role of the physical education teacher in recreation education.

337. **Authorization for Service.** The special secondary credential in physical education authorizes the holder to teach physical education in elementary and secondary schools.

338. **Term.** The special secondary credential in physical education may be issued for a period of two years and may be renewed for periods of five years upon verification of either:

(a) Six semester hours of upper division or graduate work within the past five years, or

(b) A minimum of five months of successful school experience within the past five years.

Adult Education Credential. The Board repealed Article 34 of Subchapter 2 of Chapter 1 of Title 5 of the California Administrative Code, consisting of Sections 381 to 383, inclusive, relating to the adult education credential (effective August 13, 1953).

Adult Education Credential for Teaching Lip Reading to the Hard-of-Hearing Adult. The Board repealed Article 36 of Subchapter 2 of Chapter 1 of Title 5 of the California Administrative Code, consisting of Sections 391 to 393, inclusive, relating to the adult education credential in teaching of lip reading to the hard-of-hearing adult (effective August 13, 1953).

Emergency Credentials. The Board amended Section 630 of Title 5 of the California Administrative Code, relating to credentials which may be issued on an emergency basis, by amending subsections (k) and (p) thereof and adding subsections (r), (s), and (t) thereto, to read as follows, and adopted these changes as emergency regulations (effective July 14, 1953):

630 (k) Special Secondary Credential in Physical Education.

(p) Elementary School Administration Credential. The elementary school administration credential will be issued on the emergency basis only to applicants who have been serving as elementary principals or supervisors and will complete the requirements for a regular elementary school administration credential by September 1, 1954.

(r) Special Secondary Credential in Business Education.

(s) Special Secondary Credential in Industrial Arts.

(t) Librarianship Credential.

ANNUAL MEETING OF CALIFORNIA EDUCATIONAL RESEARCH ASSOCIATION, 1954

Next year's annual meeting of the California Educational Research Association has been scheduled for March 19 and 20, 1954, on the Davis Campus of the University of California. The tentative schedule of meetings follows the general pattern established in previous years. There will be a general session on Friday night, followed on Saturday by section meetings and a luncheon. Inquiries regarding the arrangements and program for this may be addressed to Charles W. Bursch II, University of California, Davis, California.

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1953-54

The calendar of educational meetings and events for the current school year which is maintained in the office of the Superintendent of Public Instruction will be published from time to time in *California Schools*, to provide a convenient reference for those who desire to arrange or to attend meetings.

The intention is to include in the published calendar all events of state-wide or regional significance in the field of education. Dates of general importance, such as holidays or anniversaries regularly observed in California public schools, have been listed for convenience of readers. Information about meetings has been supplied by the organizations concerned. In case an event has been listed before the place of meeting has been determined, supplementary information can be printed in a subsequent issue. Questions regarding the calendar and correspondence concerning corrections or additions should be addressed to the Superintendent of Public Instruction.¹

¹ In order to be printed in a specific issue of *California Schools*, information for the calendar must reach the editor on or before the sixth day of the preceding month.

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1953-1954

<i>Dates—1953</i>	<i>Organization and Event</i>	<i>Place</i>
September 7	Labor Day	
September 7	California Young Homemakers Association, Executive Council Meeting	State Fair Grounds, Sacramento
September 9	Admission Day	
September 16-17	California Association of County School Superintendents	State Education Building, Sacramento
September 17	Constitution Day	
September 18-20	California Teachers Association, Northern Section, Leadership Training Conference	Manzanita Lake, Shasta County
September 25-26	California Association of Secondary School Administrators, Representative Council Meeting	Sacramento
September 25-27	California Teachers Association, Southern Section, Leadership Training Conference	Camp Seeley, San Bernardino County
October 3	California Home Economics Association, State Board Meeting	Hotel Constance, Pasadena
October 3	Delta Kappa Gamma Executive Board Meeting	Biltmore Hotel, Santa Barbara
October 9-10	Council of California Vocational Associations, Fall Conference	Riverside
October 9-11	California Teachers Association, Central Coast Section, Leadership Training Conference	Asilomar, Monterey County
October 10	Northern California Guidance Association, Fall Conference	Albany

<i>Dates—1953</i>	<i>Organization and Event</i>	<i>Place</i>
October 12	Columbus Day	
October 12-14	California Association of Secondary School Administrators, Region Three Conference	Fresno
October 16-17	California Industrial Education Association, State Executive Council Meeting	Fresno
October 16-18	California Association of Future Homemakers of America, Annual State Meeting	Asilomar, Monterey County
October 16-17	California Elementary School Administrators Association, Executive Board Meeting	Fresno
October 17	California Teachers Association, North Coast Section, Leadership Training Conference	Hartsook Inn, Mendocino County
October 18	National Vocational Guidance Association, Southern California Branch Meeting	450 North Grand Ave., Los Angeles
October 18-21	California School Trustees Association, State Convention	San Jose
October 21-23	Annual Conference of California County, City and District Superintendents of Schools, in conjunction with the Annual Conference of California Association of School Administrators	San Jose
October 23-24	The Articulation Committees of the High Schools, Junior Colleges, State Colleges, and Universities	University of California, Berkeley
October 23-25	California Teachers Association, Bay Section, Leadership Training Conference	Asilomar, Monterey County
October 24	United Nations Day	
October 28-30	California Junior College Association, Fall Meeting	Yosemite
November 5-7	California Association of Adult Education Administrators, Fall Conference	Bakersfield
November 5-7	California Council on Teacher Education, Fall Conference	Ahwahnee Hotel, Yosemite
November 7	California Association of Secondary School Administrators, Region 4 Conference	Manual Arts High School, Los Angeles
November 7	California Council for Adult Education, Annual Fall Conference	Bakersfield
November 8-14	American Education Week	
November 11	Armistice Day	
November 11	National Vocational Guidance Association, Southern California Branch Meeting	Lockheed Airport, Burbank
November 11-14	California Library Association, Reading Conference and Annual Business Meeting	Stockton
November 13-14	Western College Association, Fall Meeting	Hotel Whitcomb, San Francisco
November 13-14	California Elementary School Administrators Association, Central Review Board, Meeting of Co-operative Research Project	San Francisco

<i>Dates—1953-54</i>	<i>Organization and Event</i>	<i>Place</i>
November 13-15	California Teachers Association, Central Section, Leadership Training Conference	Asilomar, Monterey County
November 14	California Association of Secondary School Administrators, Regional Conference	University of California, Berkeley
November 14-15	School Library Association of California, State Meeting	Stockton
November 19	San Joaquin Valley Guidance Association Meeting	Fresno State College
November 21	California Educational Research and Guidance Association	University of Southern California, Los Angeles
November 26	Thanksgiving Day	
November 26-28	National Council of Teachers of English, Annual Meeting	Hotel Statler, Los Angeles
December 6	California Interscholastic Federation Meeting	(To be determined)
December 11-12	California Teachers Association, State Council Meeting	Los Angeles
December 25	Christmas Day	
January 1, 1954	New Year's Day	
January 14	National Vocational Guidance Association, Southern California Branch Meeting	450 North Grand Ave., Los Angeles
January 14-16	Audio-Visual Education Association of California, State Conference	Santa Rosa
January 23	California Industrial Education Association, Southern Section, Annual Fall Convention	Santa Monica
February 6	Northern California Guidance Association, Midwinter Conference	San Francisco
February 9	Department of Education Credentials Information Workshop	Sacramento
February 11	Department of Education Credentials Information Workshop	Oakland
February 12	Lincoln's Birthday	
February 15	Susan B. Anthony Day	
February 16	Department of Education Credentials Information Workshop	Riverside
February 17	Department of Education Credentials Information Workshop	Los Angeles
February 18	Department of Education Credentials Information Workshop	Fresno
February 18	San Joaquin Valley Guidance Association Meeting	Fresno State College
February 18-20	Western Radio - Television Association, Seventh Annual Conference	San Francisco State College
February 22	Washington's Birthday	
March 7	Conservation, Bird, and Arbor Day	

<i>Dates—1954</i>	<i>Organization and Event</i>	<i>Place</i>
March 8-12	California School Supervisors Association and California Association of Supervisors of Child Welfare and Attendance, Annual Conference, held in conjunction with the National Conference of the Association for Supervision and Curriculum Development of the National Education Association	Los Angeles
March 11	National Vocational Guidance Association, Southern California Branch Meeting	450 North Grand Ave., Los Angeles
March 12-14	Association of California Women Deans and Vice-Principals, Southern Region Conference	Hotel del Coronado, Coronado
March 12-13	California Industrial Education Association, Annual State Meeting	Fresno
March 19-20	California Educational Research Association Meeting	University of California, Davis
March 23-27	American Industrial Arts Association, National Convention, in conjunction with meeting of American Council on Industrial Arts Teacher Education and American Council of Industrial Arts Supervisors	Statler Hotel, Los Angeles
April 8	National Vocational Guidance Association, Southern California Branch Meeting	450 North Grand Ave., Los Angeles
April 8	California Educational Research and Guidance Association, Dinner Meeting jointly with the National Vocational Guidance Association and the Southern California Council of Research and Guidance Associations	University of Southern California, Los Angeles
April 9-10	Western College Association, Spring Meeting	Los Angeles
April 9-10	California Teachers Association, State Council Meeting	Asilomar, Monterey County
April 10-13	California Association for Health, Physical Education and Recreation, State Conference	San Jose
April 11-13	California Business Education Association, Annual State Convention	Hotel Senator, Sacramento
April 11-14	California Association of Secondary School Administrators, Annual Conference	San Francisco
April 13-16	Annual Conference of Elementary School Principals and District Superintendents of Schools, in co-operation with Annual Spring Conference of California Elementary School Administrators Association	San Diego
April 15	San Joaquin Valley Guidance Association	Fresno State College
April 18	Easter Sunday	
April 21-23	California Congress of Parents and Teachers, Annual State Convention	San Francisco
April 21-24	California Association of Public School Business Officials, Annual Convention	Santa Cruz
April 24-25	Delta Kappa Gamma, Eighteenth Annual Convention	Huntington Hotel, Pasadena

<i>Dates—1954</i>	<i>Organization and Event</i>	<i>Place</i>
April 26-May 1	Public Schools Week	
April 30-May 1	The Articulation Committees of the High Schools, Junior Colleges, State Colleges, and Universities	Los Angeles
May 7-8	California Elementary School Administrators Association, Central Review Board, Meeting of Co-operative Research Project	San Francisco
May 8	Northern California Guidance Association, Spring Conference	Vallejo
May 13	National Vocational Guidance Association, Southern California Branch Meeting	450 North Grand Ave., Los Angeles
May 29	California Interscholastic Federation Meeting	Hotel Shattuck, Berkeley
May 30	Memorial Day	
June 14	Flag Day	
June 21-26	California Agricultural Teachers' Association, Summer Conference	California State Polytechnic College, San Luis Obispo

FUNDAMENTALS FOR FIRST GRADERS

Early in July the delegates to the annual convention of the National Education Association at Miami Beach, Florida, attended the first public showing of "Skippy and the 3 R's." This film is the third of a series of five public relations films being produced by the NEA and the National Association of Secretaries of State Teachers Association. The first two films in the series were entitled "Secure the Blessings" and "What Greater Gift."

"Skippy and the 3 R's" (16-mm., 29 minutes; color, \$170, or black-and-white, \$75) shows how first graders learn to read, write, and do arithmetic, and how they use the three R's as tools for understanding, working, and playing.

Prints of the three films may be borrowed for showing or for preview before purchase, from the California Teachers Association. Orders for purchase of the films should be addressed to Division of Press and Radio Relations, National Education Association, 1201 Sixteenth St., N.W., Washington 6, D.C.

NURSERY SCHOOL PORTFOLIO

The Association for Childhood Education International has recently published *The Nursery School Portfolio* comprising twelve leaflets dealing with the most pressing problems of nursery school organization and program. This is a complete revision of the portfolio for nursery school teachers which was issued in 1945 and has been out of print for some time.

Each leaflet contains four pages written by an outstanding authority in nursery school work on topics chosen on the basis of requests for information on a program of activities for children two, three, or four years of age. The titles are as follows:

- No. 1—What to Expect of the 2's, 3's, and 4's
- No. 2—A Good Day for the 2's and 3's
- No. 3—A Good Day for the 4's
- No. 4—Emotional Needs of the 2's, 3's, and 4's
- No. 5—The Nursery School Program
- No. 6—Guiding the Young Child's Play
- No. 7—Music for the 2's, 3's, and 4's
- No. 8—Science Experiences
- No. 9—Records and Reports
- No. 10—Housing the Nursery School
- No. 11—The Co-operative Nursery School
- No. 12—Parents and Teacher Work Together

An up-to-date bibliography gives references for further expansion of the topic under discussion. The twelve leaflets are sold as a unit in a handy portfolio package priced at seventy-five cents. Individual leaflets may be purchased at ten cents each. Discounts are available on orders in quantity. Orders should be addressed to Association for Childhood Education International, 1200 Fifteenth St., N.W., Washington 5, D.C.

ANTHOLOGIES OF POETRY AND ESSAYS

The National Poetry Association, 3210 Selby Avenue, Los Angeles 34, has announced plans for publication of the following anthologies for the school year 1953-54:

High School Poetry Anthologies, compiled by the National High School Poetry Association. Manuscripts are accepted from all junior and senior high schools in the United States, Alaska, and Hawaii. The closing dates for contributions this year will be December 5 for the fall semester of 1953 and March 15 for the spring semester of 1954. In 1952 more than 600,000 manuscripts were received, of which about 12,000 were published in 27 different state and regional anthologies representing 4,000 high schools.

Prose Essay Anthologies of manuscripts submitted in the Fourth Annual High School Essay Competition for high school students in grades 7 to 12, who are invited to submit essays of 150 words on any subject. Of the 500,000 essays received in 1952, about 3,000 were accepted for publication and were printed in seven regional books.

Tenth Annual Anthology of College Poetry, closing date for which is November 5, 1953. About 700 of the 20,000 manuscripts received in 1952 were published.

National Teachers Anthology of poetry, closing date January 1, 1954. About 9,000 manuscripts were received in 1952 and 400 of these were published in a 425-page book.

PROFESSIONAL LITERATURE

PUBLICATIONS RECEIVED

- Adult Education*. Review of Educational Research, Vol. XXIII, No. 3, June, 1953. Washington 6: American Educational Research Association, a Department of the National Education Association of the United States (1201 Sixteenth St., N.W.), 1953. Pp. 191-284. \$1.50.
- AMES, LOUISE BAYES. *Child Rorschach Responses: Developmental Trends from Two to Ten Years*. A Paul B. Hoeber Book. New York 16: Harper & Brothers (49 E. 33rd St.), 1952. Pp. xiv + 310. \$7.50.
- BOWMAN, PAUL H., and OTHERS. *Studying Children and Training Counselors in a Community Program*. The Youth Development Series, Number 2, edited by Robert J. Havighurst, the Committee on Human Development, University of Chicago. Supplementary Educational Monographs No. 78. Chicago 37: University of Chicago Press, June, 1953. Pp. viii + 136 (reproduced from typewritten copy). \$1.50.
- BURTON, WILLIAM H. *The Guidance of Learning Activities: A Summary of the Principles of Teaching Based upon the Growth of the Learner*. New York 1: Appleton-Century-Crofts, Inc., 1952 (second edition). Pp. xii + 738. \$5.
- DAVIDSON, AUDREY, and FAY, JUDITH. *Phantasy in Childhood*. London: Routledge & Kegan Paul, 1952. Pp. viii + 188.
- DRISCOLL, JUSTIN A. *Factors in Intelligence and Achievement: A Study of the Factor Pattern Resulting from Analysis of the Scores of Boys in Junior Year of High School on Intelligence and Achievement Tests*. Ph. D. dissertation, Catholic University of America. Washington 17: Catholic University of America Press, 1952. Pp. viii + 56 (lithoprinted). \$1.
- FIEDLER, MIRIAM FORSTER. *Deaf Children in a Hearing World: Their Education and Adjustment*. With a foreword by Mary Fisher Langmuir. New York: The Ronald Press Co. (15 E. 26th St.), 1952. Pp. viii + 320. \$5.
- GATES, ARTHUR I. *Teaching Reading*. What Research Says to the Teacher Series, No. 1. Washington 6: Department of Classroom Teachers, American Educational Research Association, National Education Association, June, 1953. Pp. 32. \$0.25.*
- GRAMBS, JEAN D. *Using Current Materials to Study Current Problems: A Resource Guide for Social Studies Teachers*. Stanford, California: Stanford University Press, 1952. Pp. 32. \$1.
- GRAMBS, JEAN D., and IVERSON, WILLIAM J. *Modern Methods in Secondary Education*. New York 19: W. Sloane Associates (119 West 57th St.), 1952. Pp. xiv + 562. \$4.75.
- The Handbook of Free Films*. Edited by Nanette Notarius and Allan S. Larson. New York 17: Allanan Associates, Inc. (509 Fifth Ave.), [1952]. Pp. 238. \$10.
- HECKER, STANLEY E. *Early School Leavers in Kentucky*. A Study Sponsored by the Kentucky Association of Colleges, Secondary, and Elementary Schools. Bulletin of the Bureau of School Service, Vol. XXV, Number 4. Lexington: College of Education, University of Kentucky, June, 1953. Pp. 80. \$0.50.

* Discounts on orders in quantity.

- HAVIGHURST, ROBERT J. *Human Development and Education*. New York: Longmans, Green and Co. (55 Fifth Ave.), 1953. Pp. x + 338. \$4.
- HILDRETH, GERTRUDE HOWELL. *Educating Gifted Children at Hunter College Elementary School*. New York 16: Harper & Bros. (49 E. 33rd St.), 1952. \$3.50.
- In the Classroom with Children under Thirteen Years of Age*. Towards World Understanding, V. Paris, France: United Nations Educational, Scientific and Cultural Organization, 1952. Pp. 64.
- The Influence of Home and Community on Children under Thirteen Years of Age*. Towards World Understanding, VI. Paris, France: United Nations Educational, Scientific and Cultural Organization, 1952. Pp. 54.
- Intergroup Education in Public Schools*.... Washington 6: American Council on Education, Intergroup Education in Co-operating Schools, [1952]. Pp. xii + 338. \$4.
- JUDGES, ARTHUR VALENTINE. *Pioneers of English Education*. A course of lectures given at King's College, London. London: Faber and Faber, Ltd., 1952. Pp. 252.
- LEIFFER, MURRAY HOWARD. *Methodist Student Work at the Colleges and Universities of Arizona, California, and Nevada*. Report to the California-Nevada and the Southern California-Arizona Conferences of the Methodist Church. San Francisco: California-Nevada Conference, Board of Education, Methodist Church (83 McAllister St.), 1951. Pp. 126. \$1.
- LOUGHERY, SISTER M. BERNARD FRANCIS. *Parental Rights in American Educational Law: Their Bases and Implementation*. Ph. D. dissertation, Catholic University of America. Washington 17: Catholic University of America Press, 1952. Pp. xii + 244. \$3.75.
- MCVEY, FRANK LEROND, and HUGHES, RAYMOND M. *Problems of College and University Administration*. Ames, Iowa: The Iowa State College Press (Press Building), 1952. Pp. xiv + 326. \$3.50.
- MAGRUDER, EDITH CLYSDALE. *A Historical Study of the Educational Agencies of the Southern Baptist Convention, 1845-1945*. Teachers College Contributions to Education No. 974. New York 27: Bureau of Publications, Teachers College, Columbia University, 1951. Pp. xii + 160. \$3.50.
- MEIER, ARNOLD R. and OTHERS. *A Curriculum for Citizenship: A Total School Approach to Citizenship Education*. A report of the Citizenship Education Study in Detroit public schools and Wayne University. Detroit 1: Wayne University Press (4841 Cass St.), 1952. Pp. 414.
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